**Context For Learning Jessica Forgety**

**Information**

**About the School Where You Are Teaching**

**1.** In what type of school do you teach?

Elementary school: Yes

Urban:

Suburban: Yes

Rural:

**2.** List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

**Intercom system, and emergency drills may affect this learning segment.** Intervention may also occur during the segment, in which some students would be pulled out of the classroom.

**3.** Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

**This school uses the Scott Foresman reading series.** The school does not use a pacing plan. The school uses Dibbles reading assessments, Discovery Learning benchmark assessments, and the Tennessee Comprehensive Assessment Program.

**About the Class Featured in This Assessment**

1. How much time is devoted each day to literacy instruction in your classroom?

Approximately two hours per day are devoted to literacy.

1. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

Reading ability groups are based on A to Z running record assessments. Writing ability grouping is based on teacher observation. Math ability grouping is based on Discovery Education assessment scores.

1. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

Scott Foresman reading series, entitled **Reading Street (Pearson, 2008)**. At this grade level, Kindergarten, there is a series of mini readers that include specific academic language and site words. This series is published by Pearson.

1. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

The classroom has four computers, an ipad, a projector, and a Smart Board. There is a classroom library, classified by subject matter. The Scott Foresman Reading Street series is available in classroom sets for each book.

**About the Students in the Class Featured in This Assessment**

**1.** Grade level(s): Kindergarten

**2.** Number of students in the class 20

males 12 females 8

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| **3.** Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   1. English language learners 2. Gifted students needing greater support or challenge 3. Students with Individualized Education Programs (IEPs) or 504 plans 4. Struggling readers 5. Underperforming students or those with gaps in academic knowledge  |  |  |  | | --- | --- | --- | | Learning Needs Category | Number of Students | Modifications, IEP, Goals, Etc. | | **Speech/Language Arts** | 2 | Individual education plans include 30 minutes of pull out intervention twice a week. Goals include answering two step questions, and speaking in complete sentences. | | **Math** | Varies based on ability on current skill at the time of need. | Student’s are chosen based on ability with current math skill, and are in pull out intervention for 30 minutes twice a week. Students are offered extra guidance in math during class time. | |  |  |  | |

**Planning Commentary**

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**).

**1. Central Focus**

a. Describe the central focus and purpose for the content you will teach in this learning segment.

The children will learn sequencing to use in a real world perspective as well as for text based use. This will assist in re-telling.

b. Given the central focus, describe how the standards and learning objectives within your learning segment address

-an essential literacy strategy

Sequencing is essential to re-telling a story. This will enhance literary comprehension and writing by increasing the understanding of how a story is formed and how the sequential order of events help the reader to understand a story.

-requisite skills

The students will re-tell a sequence of events. Students will also use their fine motor skills by drawing a sequential re-telling of these events.

-reading/writing connections

These kindergarten students will use their journals to re-tell a sequence of events. Developmentally, the students are not ready for recording a story using text. Students will use a sketch to stretch activity in place of writing text.

c. Explain how your plans build on each other to help students **make connections** between skills and the essential strategy to comprehend **OR** compose text in meaningful contexts.

The plan contains a real life sequence of events, which will help the students connect sequential order in nature to the sequential order in which we re-tell stories. When these students begin to write full sentence text, these skills will help them with formation of sentence structure in relation to a sequential order of knowledge. Students will be asked, at random, to describe how they got ready for school this morning. The teacher will listen for sequential re-telling. The children will then listen to a story being read to them, The Biggest Pumpkin, then complete a sequencing activity, which will be modeled for them. They will complete the activity themselves, as the teacher observes for understanding. The students will then study the sequence of a pumpkin life cycle. Students will receive a tactile model of a pumpkin to color. The model has a piece of yarn inside it with the life cycle stages on circular paper cut outs, stapled in order along the yarn. Students will use this model to verbally retell the sequence, and to complete their post assessment, which is drawing the pumpkin life cycle in their journals.

**2. Knowledge of Students to Inform Teaching**

For each of the prompts below (2a–b), describe what you know about **your** students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

1. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?

The students have heard many stories in class. They are read to on a daily basis, and they watch Scholastic book films weekly in class. The students have basic understanding that things happen in a certain order. These students are very concerned with daily routine, and know which order daily events occur. Many students become uneasy when their normal schedule is disrupted. This shows an understanding of order. The student’s are currently learning very basic site words and letters of the alphabet. They are developing fine motor skills, so they practice these often.

1. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

The students in this class are all from the city in which the school is located. Every student is of the same ethnicity, and cultural background. Though it is a suburban area, the city in where they live is close to rural landmarks such as farming communities. A larger urban city is located within a 30 minute drive.

**3. Supporting Students’ Literacy Learning**

Respond to prompts 3a–c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. **Use principles from research and/or theory to support your explanations, where appropriate**.

1. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

Because of the current season, and the students’ connection with rural environments, I chose to use the life cycle of a pumpkin to illustrate sequential order, as well as adding the term cycle to their vocabulary.

1. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class and students with similar or specific learning needs**.

My instructional strategy includes multiple learning styles, and appeals to Howard Gardner’s theory of Multiple Intelligences with auditory, visual, and kinesthetic learning. As the student’s learn to re-tell a story, they will form complete sentences which will help the students with IEP goals of speaking in complete sentences.

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

- Developmentally, these students have familiarity with routine and basic understanding of sequential order. The students are not yet re-telling stories correctly, due to late birthdays which makes this a young group of kindergartners. Students often re-tell events that have taken place in the classroom in an incorrect order. Based on their basic understanding, this strategy should help build upon what they know to develop an understanding of sequential order and re-telling a story.

**4. Supporting Literacy Development Through Language**

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| a. **Language Demand: Language Function.** Identify **one** language function essential for students to learn the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment: Analyze | Argue | | Categorize | | Compare/contrast | | Describe | | Explain |
| Interpret | | Predict | | Question | | X Retell | | Summarize | |

1. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does the learning task occur? (Give lesson/day number.)

This takes place on day one, lesson one, in a formative assessment at the beginning, as well as the summative assessment at the end in which students re-tell events in their journals using the sketch to stretch strategy.

c. **Additional Language Demands.** Given the language function and task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

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Vocabulary or key phrases

* Cycle, sequence, order of events, re-tell, first, second, next, finally

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**Plus** at least one of the following:

Syntax

Discourse

-Structure will be established through the sequential order of re-telling story events, and re-telling the life cycle of a pumpkin. Students will construct conceptual knowledge of this through literature and connect it to real life.

1. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a–c.

- The students will put the events of a story, The Biggest Pumpkin, in order using graphics of story events (as well as sentences which will be read to them), and they will learn the life cycle of a pumpkin. They will receive a tactical model of the life cycle, and use it to help them re-tell the events of the cycle in order by drawing them in their journal.

**5. Monitoring Student Learning**

Refer to the assessments you will submit as part of the materials for Task 1.

1. Describe how your planned formal and informal assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment.

The students will complete a guided informal assessment activity that will help them practice putting story events in sequential order, as I monitor for understanding. The results of this assessment will determine whether or not. The students will use their tactical model of the pumpkin life cycle for their formal assessment. The formal assessment will include the student’s ability to draw the life cycle in their journals in correct sequential order. Several students will be chosen at random to stand up and re-tell the cycle. Student comprehension of the skill will be assessed after conferencing with each student about what they have drawn. Some students are able to verbalize their thinking better than I can interpret their drawings through discourse analysis, because of their lack of writing ability.

1. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Because of this group's lack of fine motor skills, I will conference with the students on what they drew during their formal assessment. The student may be able to tell me the events in correct order based on their drawings, even if I cannot interpret their work.